



Winkelman Primary School

Hayden-Winkelman Unified District

824 Thorne Avenue, Winkleman, AZ 85292

Mailing Address: P.O. Box 409, Winkleman, AZ 85292-0409

ARIZONA
School Report Card
2001-02

Principal: Mr. Jeff Gregorich

Schedule: 7:30 AM to 4:00 PM

Web Address: hwnetsvr.hwusd.k12.az.us

E-mail: GREGORICHJ@hwnetsvr.hwusd.k12.az.us

Grades: Pre-K-3

2001 Enrollment: 205

Phone: (520) 356-7876 x 2204

Fax: (520) 356-7303

▼ School Overview ▼

Mission

We feel that the most important years of a child's education take place in the lower grades. A variety of methods and teaching techniques will be used to meet the needs of each child on an individual basis. Basic skills in reading, language arts and mathematics will be stressed. Students will learn about the world around them through social studies, science and health lessons. To enhance the development and education of our students, physical education, music and art classes are taught.

Organization and Philosophy

- w Traditional
- w Transitional First Grade
- w Team Teaching
- w Departmentalized Classrooms

School/Academic Goals

- w Implement a scope and sequence computer curriculum. Align new standards to curriculum.
- w Improve attendance rate.

Instructional Programs

- w At-Risk Preschool
- w ESL
- w Full-day Kindergarten
- w Gifted
- w On-site Special Education
- w School-to-Work
- w Special Education Preschool
- w Fitness Break

- w Improve mathematics and reading scores.

- w Integrate reading and writing throughout curriculum. Improve writing scores.

Enrollment

October 1, 2000 School Year Student Enrollment: 230

Accepting New Students in 2001-02 Under Open Enrollment Law¹: Yes

Number of Students Attending Under Open Enrollment in 2000-01: 132

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

4 School Administrator(s)
 0 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 1 Community Member(s)
 1 Student(s)

Council Duties

w Curriculum Development
 w Instructional Strategies
 w Textbook Selection
 w Student Discipline
 w Promotion/Retention Issues
 w School Safety Issues

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	13.00
Other Professional Staff	3.00	Teacher Aide	12.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	3	1	0	0

▽ Shared Responsibilities ▽

School

The school will provide each parent and student with respective handbooks containing rules and regulations of the school. Teachers will contact parents when their children are working significantly below their abilities. Formal parent-teacher conferences are scheduled for November. Students will be able to learn and develop in an atmosphere which is clean and safe. Discipline standards will be maintained so that class instruction is relatively free of distractions.

Parents

Parents should notify the school office before 8:00 A.M. each day their child is absent. The reason for the absence should be specifically stated. Notify the school in writing if a child is going home in a manner different from usual. Please contact the child's teacher to arrange to pick up missed work. Parents are expected to see that their children do not come to school hungry or overly tired. Parents are encouraged to help in the classroom and to attend parent-teacher conferences.

▽ Transportation Policy ▽

Students who reside more than one mile from the school or who live within one mile but do not have a safe walking route to school may be transported from established bus stops. Riding the bus is a privilege contingent on students obeying the established bus safety rules and procedures.

∨ Calendar Information ∨

Number of Instruction Days:	178	First Day of School:	8/20/01
Average Daily Instruction Time:	5 hrs. 50 min.	Last Day of School:	5/23/02

Operates on Traditional Schedule

Report Card Release Dates

10/23/01	1/8/02	3/19/02	5/23/02
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W One IBM 35-station Lab	W Internet Access on 100 Stations
W 4-6 Computers, 1 Printer/Classroom	W Info Track and Satellite Program

Extracurricular Activities

W Afterschool Math and Reading	W SANDS Afterschool Gifted Program
W Community Summer Reading Program	W College for Kids
W Kids Voting	W SANDS
W Civic Awareness Program	

School/Community Resources

W Breakfast Program	W Lunch Program
W Afterschool Program	W Counseling Services
W Clothing/Food Banks	W Crisis Intervention
W Prenatal/Parenting Assistance	W DES Services

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

W NDS

Student Information: 2000-01 Student Activity Rates

		Arizona		
	School	K-6	7-8	9-12
Attendance Rate	93.7 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	11.8 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	7.7 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	93.7 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	6.3 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Project Smart Teacher Award	1995
Project Prime School	1995
Project Prime School	1996
Project Prime School	1997

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	61	502	19%	16%	54%	9%
	State	60969	521	11%	18%	44%	27%
Writing	School	58	518	22%	17%	48%	12%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	61	490	14%	37%	42%	4%
	State	61089	510	14%	29%	34%	23%

Legend

MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB - Percent of students who Fell Far Below the standard
A - Percent of students who Approached the standard
M - Percent of students who Met the standard
E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	96	29	60
2	Reading	--	--	--	--	--	--	93	37	50	93	31	52	89	33	53
	Language	--	--	--	--	--	--	95	27	40	94	23	43	90	18	44
	Mathematics	--	--	--	--	--	--	93	19	51	94	25	55	94	27	57
3	Reading	97	37	44	93	41	47	93	34	47	92	40	48	91	25	50
	Language	97	44	45	93	33	49	100	39	51	92	53	54	92	30	56
	Mathematics	97	27	41	94	22	46	98	27	49	92	37	52	92	24	54

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	48	65
Grades 3-4	***	***
	*Less than 10 students matched	***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

We have developed/adopted a Crisis Management Plan. It was put together by administrators, teachers, local law enforcement & Fire Dept. officials. It was created to ensure students' & employees' safety under unusual & emergency circumstances. The evacuation plan includes directions on evacuation of buildings/school grounds. Also included is a lock-down of students/personnel when threatened by an intruder. The primary school is a closed campus. All visitors must report to the office for a pass.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,445	\$472,564
Classroom Supplies	\$49	\$9,424
Administration	\$772	\$149,177
Support Services-Students	\$159	\$30,746
Other Support Services and Operations	\$1,637	\$316,347
Total Expenditures- All Categories 1999-2000	\$5,062	\$978,258

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$28,455.17 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Jeff Gregorich	(520) 356-7876	2204
Transportation Policy	Filiberto Borquez	(520) 356-7876	1530
Community Resources	Jeff Gregorich	(520) 356-7876	2204
School Nutrition Programs	Barbara Martinez	(520) 356-7876	2602
Parent Organization	Susan Brusuelas	(520) 356-7876	2204
Student Health/Nurse	Jane Woodruff	(520) 356-7876	2301

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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